

# OHIO UNIVERSITY BULLETIN



THE EXTENSION DIVISION  
Correspondence Study  
1938 - - 1939

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JUNE, 1938

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ATHENS, OHIO

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## THE UNIVERSITY CALENDAR

1938 - 1939

1938

### SUMMER SESSION

June 13, Mon.	Session opens—Registration
June 14, Tues.	Classes begin
June 18, Sat.	Last date for filing application for graduation in August
July 4, Mon.	Independence Day, a holiday
July 31, Sun.	Baccalaureate Sunday
Aug. 3, Wed.	Afternoon—Beginning of final examinations
Aug. 5, Fri.	Session closes—Commencement

### POST SUMMER SESSION

Aug. 5, Fri.	Registration
Aug. 8, Mon.	Registration continues until noon. Session opens, classes begin at 1:00
Aug. 26, Fri.	Final examinations begin at 1:00
Aug. 27, Sat.	Session closes

### FIRST SEMESTER

Sept. 12, Mon.	Session opens—Advising for upperclassmen
Sept. 13, Tues.	Registration for freshmen
Sept. 14, Wed.	Registration for upperclassmen
Sept. 15, Thurs.	Classes begin
Sept. 24, Sat.	Last date for filing application for graduation in January
Nov. 12, Sat.	Mid-semester
Nov. 22, Tues.	Thanksgiving recess begins after the close of the last class
Nov. 28, Mon.	Classes resume
Dec. 16, Fri.	Christmas recess begins after the close of the last class

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Jan. 2, Mon.	Classes resume
Jan. 23, Mon.	Beginning of final examinations
Jan. 28, Sat.	Session closes

### SECOND SEMESTER

Jan. 30, Mon.	Session opens—Registration
Jan. 31, Tues.	Registration
Feb. 1, Wed.	Classes begin
Feb. 11, Sat.	Last date for filing application for graduation in June
Mar. 31, Fri.	Spring recess begins after the close of the last class
Apr. 1, Sat.	Mid-semester
Apr. 10, Mon.	Classes resume
May 26, Fri.	Beginning of final examinations
May 30, Tues.	Memorial Day, a holiday
June 4, Sun.	Baccalaureate Sunday
June 5, Mon.	Session closes—Commencement

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## GENERAL INFORMATION

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The function of correspondence study is to make the offerings of Ohio University available to those persons who must devote a large part of their time to other duties.

Many of the foremost American universities have recognized this plan of extending their work. Institutions in forty states and the District of Columbia have demonstrated the fact that many courses can be taught successfully by correspondence. Teaching by correspondence thus has become a part of the educational system.

Some of the advantages of residence study are lacking, but correspondence study has compensating advantages. It develops and encourages self-reliance, initiative, and perseverance. The teaching is individual and personal. Each student prepares and recites all of every lesson.

Almost all of the departments of instruction of Ohio University are represented. Students who plan to complete work towards a diploma or a bachelor's degree course by summer sessions only will be especially interested in the varied offerings.

### THE COURSES OFFERED

All courses are of undergraduate university rank. Ohio University offers no preparatory or high school courses. Credit earned by correspondence study cannot be applied to graduate work. Indirectly, graduate students may use correspondence credit to facilitate the completion of their advanced work. Many courses are especially helpful in preparation for thesis work and the written and oral examinations.

All courses are as nearly identical with residence courses as the nature of the work will admit. They bear the same catalog numbers and are taught by the instructors who offer the courses in residence.

### ADMISSION

Students who have graduated from first grade high schools and those students who have not completed their high school work but who are twenty-one years of age or over are admitted to Correspondence Study.

A student who has been registered in any college or division of Ohio University should apply directly to the office of the Extension Division for registration blanks. A student who is currently registered in residence at Ohio University must present with his registration blank a permit from the dean of the college in which he is registered.

A student who has been registered at another school or university must present to the registrar of Ohio University an application for admission accompanied by an official statement of good standing or a statement of graduation from the school last attended. Official transcripts are required for those students who are planning to become candidates for graduation from Ohio University. A student who is currently registered in another school

must also present a permit from the dean of the college in which he is registered.

A student who is beginning his college work must present to the registrar an official transcript of high school work with the application for admission.

Lessons received from correspondence students who have not been admitted cannot be sent on to the instructor until admission is granted. Unnecessary delays can be avoided if the student will submit the necessary blanks and statements promptly.

All credentials which are sent directly from high school or college should be requested so that they will be received by the registrar of Ohio University at about the same time as the application for admission.

### REGISTRATION

Registration for a correspondence study course may be made at any time. The application for registration should be accompanied by the required amount of registration fee and postage fee. A registration is not considered completed until the full fee has been paid.

### FEES

Registration Fee, for each semester hour	\$6.00
Postage Fee, for each semester hour	.50
Change of Course Fee	1.00
Extension of Time Limit Fee	3.00

All fees are payable with the application for registration. Checks and money orders for the exact amount should be made payable to Ohio University. Example—A two-semester hour course costs thirteen dollars. A three-semester hour course costs nineteen dollars and fifty cents.

### REFUND OF FEES

A refund of two-thirds of the registration fee and the total postage fee is allowed when a student withdraws from a course before three units have been completed or before three months from the date of registration.

No refund of fees is made after three units have been completed or after three months from the date of registration.

### BOOKS

Books and materials for a course are purchased by the student. Books may be ordered from Logan's Book Store, Athens, Ohio, from a local book store, or from the publishers.

### STUDY UNITS

As soon as the fee has been received, the study units are mailed to the student with complete instructions for study and directions for returning the written lessons. If the student has been admitted, the lessons are promptly referred to the instructor of the course and then returned to the student with corrections and suggestions.

Each course represents a definite amount of work divided into lessons or

study units. The number of study units depends somewhat upon the nature of the work. Ordinarily a two-hour course consists of twenty-four study units and a three-hour course consists of thirty-six study units. That is, twelve study units will be presented for one semester hour of credit.

Each lesson consists of full directions and suggestions for study and test questions on the student's method of work and mastery of the subject. Approximately four hours will be required by the average student to complete one lesson.

#### TIME LIMIT FOR A COURSE

The student proceeds with the course as rapidly as his time will permit, but not to exceed the equivalent of one semester hour a week. The lessons must at all times show careful preparation. The progress of each student is closely followed and thus adequate guidance is given at all times.

A student is expected to complete a course within nine months after the date of registration. Lesson reports must be distributed somewhat evenly over the period which the student plans to give to the course. If a student does not complete a course within nine months, a three months' extension of time may be secured upon the presentation of a good excuse and the payment of a fee of \$3.

A correspondence student may change his registration to another course within the Extension Division provided he pays a change order fee of one dollar and provided he makes the request for such a transfer before the original registration is three months old and before three lessons have been completed in the original course. All material sent by the Extension Division at the time of registration must be returned.

A student may withdraw from a course and receive a return of fee, subject to the refund fee regulation, if the notice of withdrawal is made within three months from the date of registration or before three study units have been completed.

When a student does not report either by lesson or by letter within a period of 90 days, he forfeits his right to further instruction in the course and to any refund of fee.

#### FINAL EXAMINATION AND CREDIT

To secure credit, the student must pass a final examination within one month after the final study unit in the course has been returned to him. Students of Athens county and others within a reasonable distance of Athens may be required to come to the office of the Extension Division, East Wing, for the final examination. A representative of Ohio University will supervise the examination of all others. The representative may be a school superintendent or high school principal in the community where the student lives. In many cases the student will be asked to suggest such a representative and to secure his promise to conduct the examination. No fee is paid by the university to the examiner; he will ordinarily give such service for the benefit of the student.

#### THE AMOUNT OF CREDIT

A maximum of 30 semester hours of extension work including both group extension and correspondence study is allowed toward a three-year diploma,

and 40 semester hours in like manner toward a bachelor's degree. The student may finish courses as rapidly as is consistent with good work but those who are employed on full-time will be limited to a maximum of six semester hours during any semester.

### RECOGNITION

In 1931, Ohio University was admitted to membership in the National University Extension Association. This association is made up of about fifty of the recognized colleges and universities that maintain departments of university extension. The various universities and colleges are admitted after thorough inspection of the extension work.

### EXTENSION CLASSES

Extension classes under the instruction of the members of Ohio University faculty form an important part of the work of the Extension Division. Graduate as well as undergraduate work is offered. The classes especially appeal to teachers, business men and women, ministers, social workers, and others who wish to engage in systematic study during their leisure time.

Any community in which a group of persons agrees upon a course which it desires to study will be supplied with an instructor from the university faculty. The size of the group necessary to secure an instructor will depend upon the distance of the community from the campus. The instructor will be the usual instructor of the course or a member of the faculty of the department of instruction in which the course is offered. The courses will thus be identical with those given in the residence classes. Extension classes will meet once a week. The amount of credit allowed for the course will determine the length of the class session.

The general regulations governing admissions will apply to the extension classes. An undergraduate student who is employed full time may take a maximum of 6 semester hours in extension classes, or in a combination of an extension class and a correspondence study course.

The regulations governing the amount of credit allowed toward a diploma or a bachelor's degree are the same as for correspondence study. When extension class credit is earned in addition to correspondence study, the total amount allowed toward a diploma course remains 30 semester hours; toward a degree course, 40 semester hours.

Extension class students will be charged a fee of \$5.00 per semester hour. All extension class fees in full are due and payable at the time of enrollment. But not to exceed two-thirds of the amount due may be deferred not later than the eighth meeting provided permission to do so is granted by the Extension Committee.

Refunds will be allowed as follows:

1. Ninety per cent after the fourth meeting of the class.
2. Sixty-six and two-thirds per cent after the fifth meeting of the class.
3. Twenty-five per cent after the sixth meeting of the class.
4. Nothing after the seventh meeting.
5. No refunds will be allowed to any student if his withdrawal brings the enrollment of the class below the required quota.

A student who desires graduate credit for a course in an extension class must meet the admission requirements of the Graduate College, obtain permission from the dean of the Graduate College of Ohio University, and must have completed the prerequisites for the course as stated in the general catalog. A maximum of six semester hours taken in extension classes is accepted toward the Master's degree, provided that the courses are conducted by instructors who regularly teach them on the campus or by instructors who are approved by the Graduate Council. A graduate student who is employed on full time is limited to three semester hours in a semester or a summer session.

A student who takes courses in extension classes for graduate credit is required to have a minimum residence at Ohio University of one semester and an eight-week summer session, or three eight-week summer sessions and a three-week post session, or at least twenty-six weeks.

Additional information regarding the Graduate College may be obtained by addressing Dean W. S. Gamertsfelder, Graduate College, Ohio University, Athens, Ohio.

#### **ADDITIONAL ACTIVITIES OF THE EXTENSION DIVISION**

##### **Club Programs**

The Extension Division offers aid to clubs in formulating and carrying out attractive worth while programs. Persons interested in information should write to the office of the Extension Division.

## COURSES OF INSTRUCTION

Numbers 1-99 designate University College courses. (Primarily freshman courses.)

Numbers 100-199 designate undergraduate courses.

Numbers 200-299 designate advanced undergraduate courses.

Graduate courses are not offered by correspondence study.

A hyphen between the numbers indicates that the first course is a prerequisite for the second; a comma between the numbers indicates that the first course need not be a prerequisite for the second.

The prerequisite for a course is indicated by a course number which refers to the same department unless otherwise indicated.

### ACCOUNTING

(See Commerce)

### AGRICULTURE

**3, 4. Forestry.** A study of ways and means of identification and classification of trees and shrubs. Use is made of objective materials such as leaves, buds, fruits, and morphological characters. Credit, two semester hours each course. Copeland.

**111. Rural Economics.** The content of this course relates to the theories of wages, rent, labor, land values, farm management, and marketing. Credit, three semester hours. Copeland.

**141, 142. Evolution and Heredity.** These courses consider the prominent theories of organic evolution and heredity. The courses presuppose a knowledge of botany and zoology. Credit, three semester hours each course. Copeland.

**143, 144. Genetics.** A study of environment, inheritance, and other factors relating to variations, mutations, and changes leading to the origin of races and varieties of plants and animals. Credit, three semester hours each course. Copeland.

**168a. Teaching of Agriculture.** See Education—Teaching Techniques.

### ARCHAEOLOGY AND ANTIQUITIES

(See Sociology 125)

### ART

(See Painting and Allied Arts)

**BIOLOGY**  
(See Botany or Zoology)

**BOTANY**

101, 102. General Botany. A course in systematic botany intended for advanced students beginning the subject. Not open to those who have credit in courses in Freshman Botany. Credit, three semester hours each course. Boetticher.

123, 124. General Science. A course arranged to be helpful to teachers or prospective teachers of the subject. Purposeful emphasis is given to the many participating experiences in our daily contacts rather than to the passive contemplation of facts. In addition to the regular text assignments, exercises and experiments involving simple materials and apparatus easily obtained or improvised, are included. Science reference books and materials will be loaned to the student in the work. Credit, three semester hours each course. Matheny.

133, 134. Nature Study. Courses adapted to the needs of those teaching the subject. All efforts are directed toward a better understanding and appreciation of the living things in nature. Credit, three semester hours each course. Matheny.

**BUSINESS LAW**  
(See Commerce)

**BUSINESS MANAGEMENT**  
(See Commerce)

**CHEMISTRY**

1-2. General Chemistry. Fundamental courses in college chemistry. Credit, three semester hours each course. Clippinger.

1a-2a. General Chemistry Laboratory. For those who have a laboratory available, an additional hour of credit in connection with 1 and 2 may be obtained. Credit, one semester hour each course. Clippinger.

113. Organic Chemistry. This is a short course in the fundamentals of organic chemistry. Intended to furnish a background for those studying in chemistry and allied fields. The work is especially well adapted for zoology and home economics majors. Prereq., 2 or 4 (Advanced General Chemistry). Credit, three semester hours. Clippinger.

**CIVIL ENGINEERING**

\*1-2. Mechanical Drawing. For the first course, no previous knowledge of mechanical drawing is presupposed. Much attention is paid to lettering.

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\*An outfit for mechanical drawing may be secured through Logan's Book Store, Athens, Ohio, for from \$10.00 to \$30.00. However, any standard make of instruments may be used, provided they fulfill the requirements as set forth in the text. The same instruments may be used for courses 1 and 2.

The drawing work consists of exercises in the use of the instruments, geometric constructions, orthographic projections, auxiliary views, revolution, sectional views, and dimensioning. The exercises are made in pencil and then inked. The second course emphasizes helix, bolts and screws, isometric and oblique drawings. Working, detail and assembly drawings of standard machine parts are made and dimensioned. Floor plans and elevations of a house are prepared to acquaint the student with the reading of drawings. Training and blue prints of these plans are prepared by the student. Credit, two semester hours each course. Thomas.

**103. Mechanical Drawing.** A course intended for industrial arts majors in which some previous training in mechanical drawing is required. The course deals primarily with the making of working drawings of projects that are suitable for use in the woodworking shop. Working drawings, sections, detail drawings, tracings and blue prints of the different projects are prepared by the student. Prereq., 1. Credit, two semester hours. Thomas.

**107. Perspective Drawing.** This course is not only of obvious necessity to engineers and architects, but is adapted to those with a foundation of drawing who desire a knowledge of the proper representation of objects as they appear to the eye. A practical study is made of parallel and oblique perspective including shadows on objects and planes. Prereq., 2. Credit, one semester hour. Clark.

## CLASSICAL LANGUAGES

### Greek

**1-2. Beginning Greek.** An introduction to the rudiments of the language including fundamental grammatical principles, pronunciation, and a working vocabulary. There will be emphasis also upon the Greek element in English, and such reading and translation as the nature of the course will permit. In order to do these courses successfully by correspondence, students should have had some study in Latin. Credit, four semester hours each course. Hill.

### Latin

**2. Caesar.** The early part of the course consists of easy narrative dealing with mythology and Roman history followed by selections from the *Gallic War*. There will be considerable review of fundamentals. Prereq., one year of high school Latin. Credit, five semester hours. Brokaw.

**3. Cicero's Orations.** Some of the introductory lessons include translations from Caesar's *Gallic War*. Selected orations. In general an effort will be made to provide an adequate review as well as to develop progress in reading a new author. Prereq., 2 or two years of high school Latin. Credit, four semester hours. Hill.

**4. Vergil.** A considerable portion of the first six books of Vergil's *Aeneid* is read. The course is designed with a view to an understanding and appreciation of Vergil's great epic and to a wider knowledge of mythology, as well as to growth in the study of Latin. Some attention will be given to the

meter of Latin epic. Prereq., 3 or three years of high school Latin. Credit, five semester hours. Brokaw.

101. **Ciceros Essays.** *De Amicitia* is read with a view to overcoming any weakness that the student may have in Latin syntax and sentence structure and some time is given to content material concerning friendship. *De Senectute* is read more rapidly. Prereq., 4 or four years of high school Latin or three years by permission. Credit, four semester hours. Hill.

102. **Horace and Terance.** Terance's comedy is read first with an effort to help the student to an appreciation of this type of Latin literature. In reading the *Odes* and *Epodes* much emphasis is laid on interpretation and appreciation, and some attention is given to a few of the more common meters. Intended to follow course 101. Prereq., 101 or permission. Credit, four semester hours. Hill.

104. **Livy and Ovid.** Selections dealing with the legendary history of Rome and the Punic Wars, with some reading from Ovid. Prereq., 102, or permission. Credit, three semester hours. Hill.

112. **Writing Latin Prose.** An elementary course in college Latin composition. Prereq., 101. Credit, one semester hour. Hill.

211. **Cicero and Catullus.** Generous selections are read from Cicero's correspondence for an appreciation of Latin epistolary writing, for the information they contain on Roman private and public life, and for a more intimate understanding of Cicero himself. Prereq., 103, 104, or permission. Credit, three semester hours. Hill.

233. **Advanced Latin Syntax.** Prereq., 103, 104, or permission. Credit, one, two, or three semester hours. Hill.

## COMMERCE

### Accounting

75-76. **Elementary Accounting.** The fundamental principles of accounting theory and practice. Credit three semester hours each course. Beckert.

81. **Accounting Survey.** Open only to non-commerce students in order that they may obtain a knowledge of general principles of accounting in a minimum of time. Credit, two semester hours. Beckert.

125. **Intermediate Accounting.** The preparation and analysis of balance sheet and income statements, principles of actuarial science, accounting for corporate net worth, and asset valuation. Prereq., 76, or 102 (Secretarial Accounting). Credit, three semester hours. Beckert.

161b. **Teaching of Bookkeeping.** See Education—Teaching Techniques.

195. **Advanced Principles of Accounting.** Actuarial science as related to accounting, principles of fixed asset valuation, special phases of net worth accounting, and special statement analyses. Prereq., 125. Credit, three semester hours. Beckert.

### **Business Law**

**175s. Government and Business.** Statutes, and court decisions, interpreting them, by which federal, state, and local governments control, regulate, and aid business. Prereq., junior rank. Credit, three semester hours. Dykstra.

### **Business Management**

**15. Introduction to Business Management.** A comprehensive picture of business life covering the organization and functioning of business enterprises. Not open to upper classmen pursuing the degree of Bachelor of Science in Commerce. Credit, three semester hours. Beckert.

**211. Industrial Management.** The principles of the organization and the management of industrial enterprises, the management movement, and the newer principles and practices in functional factory organization. Prereq., Economics 102. Credit, three semester hours. Gubitz.

### **Economics**

**101-102. Principles of Economics.** The purpose of these courses is to provide an introduction to economics for university students and the general reader. The first course emphasizes the following theoretical material: production, consumption, distribution, and experiments. In the second course an effort will be made to present the chief economic problems: money and banking, business cycles, credit, international economic relations, government and taxation, and economic control. Credit, three semester hours each course. Gubitz.

**209. Public Utilities.** A general survey is made of the economic basis of public utility enterprise. The course includes a brief consideration of the historical development of the different utility industries, together with an analytical study of the agencies which develop to regulate them. Other topics include a study of the administration of public utilities under regulation; the movement for physical valuation; corporate financial policies; public control of security issues; rate of return; a critical consideration of valuation standards; government and municipal ownership; service-at-cost method of regulation; and a general summary of trends of development of regulation. Prereq., 102. Credit, three semester hours. Hellebrandt.

**235. Labor Relations.** A general survey of the forces that give rise to modern labor problems. The course is given from the standpoint of a citizen and a student interested in the main phases of the modern labor problem—individual and collective bargaining, wages, hours, employment, safety and health, social insurance, administrative and labor legislation. It endeavors to sketch the background of the various labor problems, indicating the nature and extent of each and describing what legislative remedies have been thus far applied. Prereq., 102. Credit, three semester hours. Gubitz.

### **Finance**

**106. Banking Principles.** The economics of money and credit is reviewed as a basis for developing the principles which govern the operations of

individual banks and the banking system. The course includes a critical analysis of the theory of bank credit and loan policy. Credit, three semester hours. Hanson.

121. **Business Finance.** A survey of the characteristics of corporate organization and corporate securities is followed by problems dealing with promotion, organization, and provision of capital both for new enterprises and for the expansion of old concerns. Credit, three semester hours. Hanson.

219. **Insurance.** A survey and analysis of the various types of life and property risks with methods of minimizing, assuming, and distributing them through insurance. Prereq., Economics 102. Credit, two semester hours. Hellebrandt.

### Marketing

155. **Marketing Principles.** This course will be devoted to a study of the principles, methods, and policies of marketing consumers' goods and industrial goods. It will involve a detailed study of the different marketing institutions and of the marketing functions performed by these institutions. Credit, three semester hours. Paynter.

### Secretarial Studies

31-32. **Shorthand.** The purpose of the first course is to cover the entire theory of Gregg Shorthand and to give the student a working knowledge of the basic fundamentals of the system. Attention will be devoted to the building of good writing habits leading to skill in the taking of dictation, to a thorough understanding of the elementary principles, to a knowledge of the brief forms of the system, and to develop a skill in the reading of shorthand notes.

The second course is a continuation of the first course, open to those who are able to pass satisfactorily a complete theory test and to transcribe shorthand acceptably. A skill in the use of the typewriter is presupposed. Attention is focused upon the practical use of vocabulary, theory, and principles mastered in the first course. An attempt is made to build up a writing speed of 80 words per minute and to develop skill in transcribing. Credit, three semester hours each course. Miller.

120. **Business Letter Writing.** This course is concerned with the various letters used in business: the letter of application, recommendation, order, contract, inquiry, sales, adjustment, credit, collection, good will, and information. It deals with the psychology, mechanics, and technique of effective written expression. Credit, three semester hours. Sponseller.

161s. **Teaching of Shorthand.** See Education—Teaching Techniques.

161t. **Teaching of Typewriting.** See Education—Teaching Techniques.

### Statistics

155s. **Business Statistics.** A study of the most commonly used statistical methods employed in the analysis of business and economic problems. Credit, three semester hours. Church.

**241. Business Cycles.** A study of the nature and causes of business cycles and a brief examination of some of the leading methods used in forecasting business conditions. Credit, three semester hours. Church.

### DRAMATIC ART

#### Debate and Oratory

**203. American Speakers.** Thorough study of the outstanding speakers of America. A study of the speeches, the circumstances under which they were delivered, and their influence measured by conditions of the time. Prereq., 6 hours or permission. Credit, three semester hours. Staats.

**208. History of Oratory.** Class study of orations characteristic of the oratory of various periods of history. Prereq., 6 hours or permission. Credit, three semester hours. Staats.

**209-210. Rhetorical Theory.** A detailed study of the principles of rhetoric based upon the theories of Aristotle, Cicero, Quintilian, and Adams. Modern viewpoints are investigated. In course 210 speeches of eminent orators are analyzed by methods introduced in course 209. Prereq., 6 hours or permission. Credit, three semester hours each course. Staats.

### ECONOMICS

(See Commerce)

### EDUCATION

#### Elementary Education

**112. Principles of Elementary Education.** This is a comprehensive course planned to help the student think through the problems of elementary education. The major emphases are in the field of educational psychology, sociology, biology, and philosophy. This is a profitable course for those actually engaged in teaching or those who can arrange visitation privileges, or for those who have had one or more years of teaching experience. Prereq., 32 semester hours of university work. Credit, three semester hours. Beechel.

**113. Educational Tests and Measurements.** An introductory course for those teaching or preparing to teach in the elementary school dealing with both standardized and informal new-type tests. Problems involved in building, administering, scoring, and using and interpreting the results of tests will be considered. Sufficient attention will be given to statistical methods to enable the student to classify and analyze data, and to become familiar with some of the more commonly used statistical terms. Credit, two semester hours. Class.

**114. Classroom Management.** This course is designed to give the student an acquaintance with accepted procedures in managing a classroom. The following topics are representative of those which will be considered: membership and attendance, supervised study, order and discipline, incentives,

the health of the pupil, the school curriculum, the assignment. Differences between practices in formal schools and in activity schools will be considered. Credit, three semester hours. Class.

#### History and Philosophy

150. **History of Modern Elementary Education.** A course treating especially the development of the curriculum and methods of teaching in elementary schools, the influence of the Reformation, the revival of commerce, and the development of science in elementary education is pointed out. The course also emphasizes American schools as influenced by early English conditions and by the educational views of Rousseau, Pestalozzi, Herbart, and Froebel. Credit, three semester hours. (Available October 1, 1938)

250. **History of Education.** The evolution of educational theory from primitive man down to the present time is considered. The various conceptions of education as found in the writings of outstanding educational thinkers are analyzed, and the implications of contemporary movements are pointed out. The emphasis is placed upon helping the student to formulate his own educational philosophy. Credit, three semester hours. Class.

251. **History of Education in the United States.** The European influence on American colonial life and education; social, economic, and political forces and their influences on the development of education; the rise and expansion of public education; the growth of the high school, and the development of a teaching profession; the support and control of public education. The period from colonial times to the present is treated. Credit, three semester hours. (Available October 1, 1938)

#### Kindergarten-Primary

201. **Kindergarten-Primary Curriculum.** This course includes a study of the principles underlying the selection and organization of the content of curriculums for kindergarten-primary education. Attention is given to the factors to be considered in building a curriculum; the nature of the curriculum; the evolution of the present day kindergarten-primary curriculum; the trends which influence curriculum making; the scientific investigations in regard to curriculum building; standards for evaluating curriculums formulated from the study of typical curriculums; activities and units of work which may be included in a kindergarten-primary curriculum; experience in building a part of a curriculum. Open to juniors and seniors in kindergarten-primary education. Credit, three semester hours. MacLeod.

#### Research and Scientific Techniques

281. **Educational Statistics.** This course deals with elementary methods of collecting, organizing and interpreting quantitative data. The principal topics included are: the construction of frequency tables, graphic methods, averages, variability, percentiles, correlations, and probability and the normal curve. Prereq., 6 hours education and Psychology 5 (Educational). Credit, three semester hours. Morton.

282. **Advanced Educational Statistics.** Non-linear relations, partial cor-

relations, multiple correlation, regression, transmutation of scores, reliability, and the interpretation of correlation coefficients are the principal topics included in this course. Practice is provided in the use of logarithms and statistical tables. Prereq., 281. Credit, three semester hours. Morton.

#### School Administration and Supervision

**240. School Administration.** The course in school administration is designed to meet the needs of advanced students, teachers, and administrators. Some of the topics considered are: the board of education; the selection, training, and pay of teachers; school budgets; school buildings and their care; the classification and progress of pupils; health supervision; extracurricular activities; the curriculum; textbooks; libraries; accounting; and publicity. Credit, three semester hours. Morton.

**248. Vocational Guidance.** The course deals with the various phases of educational and vocational guidance. These will include the meaning of and necessity for guidance, and the fields of activity in vocational guidance including the study of occupations, the analysis of the child, the study of opportunities for employment, placement and follow-up, and scholarships. The course deals also with the administration of vocational guidance and methods used in giving direction and assistance to children and youth. Credit, two semester hours. Sias.

#### Secondary Education

**130. Principles of Secondary Education.** This course sets forth the fundamental principles of philosophy of secondary education. A study is made of secondary education in three countries of Europe and in the United States. The following topics receive consideration: the general purpose of secondary education; the relation of secondary education to other levels of education; the selection of students for secondary schools; the content and organization of the curricula; the relation of secondary education to vocational education; the qualifications of teachers in secondary schools; the general methods of instruction; the evaluation of the progress of students; and a comparison of the results of secondary education. Credit, three semester hours. Benz.

**131. Educational Tests and Measurements.** An introductory course for those preparing to teach in the junior or senior high school, dealing with both standardized and informal new-type tests. Problems involved in building, administering, scoring, and using and interpreting the results of tests are considered. Sufficient attention is given to statistical methods to enable the student to classify and analyze data, and to become familiar with some of the more commonly used statistical terms. Credit, two semester hours. Class.

**230. High School Administration.** The course serves as a general introductory course for high school principals and teachers. The course deals with the problems of organization and administration of the high school — both junior and senior. The duties and responsibilities of the principal and the teacher-principal relationships are given special attention. Credit, three semester hours. Dixon.

### **Special Education**

**221. Organization of Special Classes.** Topics: need of special education; history of the various classes for sight saving, crippled, hard of hearing, mentally retarded, and defective in speech; selection and classification of children, methods of cooperation with other departments; case studies and record taking; direction and after-care work of special class children. Credit, two semester hours. DeLand.

### **Teaching Techniques**

#### **(Art and Industrial Arts)**

**160m. Teaching of Industrial Arts.** This is a study of the methods of teaching the industrial arts, and is required of all students whose major study is industrial arts. Students are taught to construct lesson plans and job sheets and to operate an accounting system for school shops. Emphasis will be placed on the making and scoring of shop tests and related information tests, and on the scoring of mechanical drawings and shop projects. Credit, three semester hours. Kinison.

### **Commerce**

**161b. Teaching of Bookkeeping.** This course is intended for teachers or prospective teachers of bookkeeping in junior and senior high schools. Consideration is given to the objectives in bookkeeping courses; the place of such courses in the junior and senior high school; the amount of time to be devoted to the subject. Methods of conducting recitations, grading, keeping records, examinations, and standards will be considered. Consideration is given to the various methods of approach with emphasis on the topics as are usually found difficult to present to students in bookkeeping. The use of business papers is studied. Opportunity will be given to become familiar with existing textbooks, particularly those intended for first year work. Prereq., six semester hours of accounting. Credit, two semester hours. Beckert.

**161s. Teaching of Shorthand.** This course is planned to acquaint the student with the basic concepts of various methods of teaching Gregg Shorthand. Consideration is given to methods of testing, grading, keeping records, teaching transcription, analyzing shorthand and transcription errors, handling remedial practice, developing speed, and standardization. Prereq., 6 semester hours of shorthand. Credit, two semester hours. Miller.

**161t. Teaching of Typewriting.** This course is designed to acquaint the student with the methods of teaching the subject of typewriting in the secondary schools. Each student will prepare a complete outline of the work to be covered in a four-semester course in typewriting in the high school. This will include the statement of aims, the selection of subject matter, the organization of subject matter into teaching units, the development of a testing program, and a review of typing textbooks. Prereq., 4 semester hours in typewriting. Credit, two semester hours. Sponseller.

### **(Elementary Education)**

**63a. Teaching of Reading in Primary Grades.** A course planned to

acquaint primary grade teachers with the best methods of training pupils to read. It deals with both recreatory type and the work type of reading; the levels of achievement for the three grades; the preparation periods, the initial period, and the period of rapid growth of fundamental attitude, habits, and skills. Scientific investigations into the field are examined for their results as applied to the work of teaching. Credit, two semester hours. Beechel.

**63b. Teaching of Reading in Intermediate Grades.** The work is designed for training teachers in methods of teaching reading effectively, in grades four, five, and six. It begins with a general summary of methods used in the primary grades and discussion of the levels of achievement for the first three grades. The study includes procedures and materials in training children for the efficient use of books for the purpose involved in social needs and future school needs. Remedial work is an important point considered. Credit, two semester hours. Beechel.

**63g. Teaching of Arithmetic in Intermediate Grades.** This course deals with methods of presenting the subject matter of the arithmetic curriculum in grades four, five, and six. The course presents the best methods of teaching common and decimal fractions, the elements of percentage, denominate measures, the elements of mensuration, and problem solving, as well as the four fundamental operations with whole numbers. Credit, three semester hours. Morton.

**63p. Teaching of Arithmetic in Primary Grades.** A practical course for teachers in grades one, two, and three, for elementary supervisors, and for those who plan to occupy such positions. The course includes the development of number understanding, the place of arithmetic in the primary grades, and the teaching of addition, subtraction, multiplication, and division. Attention is also given to Roman numerals, measures, fractions, problem solving, and the course of study. The results of experimental studies and of recent developments in educational psychology are incorporated. Credit, three semester hours. Morton.

#### (English)

**64g. Teaching of Language in the Grades.** The aims of this course are as follows: to discuss ends to be achieved in teaching language; principles underlying selection of subjects for writing; an outline of what knowledge of the mechanics of writing, what habits of correctness in their use, what knowledge of grammar, and what power in composition, oral and written, can be expected of children at different points in the grades; the relation of oral and written composition; methods of correcting errors. Prereq., English 3. Credit, two semester hours. (Available October 1, 1938)

**164a. Teaching of English in the Senior High School.** A course designed to assist the high school teacher in the presentation of both the form and content of composition. The first lessons in the course offer a review of grammar as a very necessary foundation; this grammar review is incorporated in the final examination. Prereq., English 4. Credit, two semester hours. Wray.

### (Physical Welfare)

167h. Teaching of Health. A study of the various methods of instruction, principles, and curricula used in presenting health information to children of the different school levels. Prereq., Physical Welfare 22. Credit, two semester hours. Herbert, Trepp.

167p. Teaching of Physical Welfare. A course dealing with methods in physical welfare for elementary and secondary schools. Credit, one semester hour. Rhoads.

167t. Coaching of Track. This course will take up the standard track and field events. In addition to special methods for development of individual performers, attention is given to the placement of men and team balance. Equipment, officiating, and the organization of meets are also considered. The student will be required to do some additional reading to take place of the laboratory period. Credit, one semester hour. Herbert.

### (Science)

168a. Teaching of Agriculture. This course relates to methods used in agricultural instruction and is divided into six parts: plant propagation, soils, crop production, farm enemies, animal husbandry, and rural economics. For lesson content use will be made of the common domesticated plants and animals usually found in any rural locality. Credit, three semester hours. Cope-land.

### (Social Sciences)

169b. Teaching of History in Elementary Schools. The progress of history instruction in the schools; the course of study; methods and materials for the several grades of instruction; testing results; school problems related to history teaching. Credit, two semester hours. Smith.

169h. Teaching of History and Civics in Junior and Senior High School. The development of instruction in history, civics, economics, and sociology; the objectives and content of these subjects; the socialized course of study; the standardized tests; and problems of teaching these subjects. Credit, two semester hours. Smith.

## ELECTRICAL ENGINEERING

101. Principles of Radio. A practical course in radio art designed for that very large class of persons who are not experts but who have an interest in learning some of the principles and practices of this branch of science. Credit, two semester hours. Green.

101a. Radio Laboratory. A laboratory course to accompany 101. If the student has access to a high school physics laboratory or is willing to purchase the required apparatus himself, he may secure an additional hour of credit through this course. Credit, one semester hour. Green.

125. Acoustics. This course is intended to fill the need of school men and others for some technical knowledge of the problem of designing auditoriums and other buildings where public programs are to be given. The prin-

ciples of sound reflection, transmission, absorption, reverberation and distribution are studied and applied to the design of new auditoriums and the correction of faulty ones. Special attention is given to the problem of sound moving picture accompaniment. Credit, two semester hours. Green.

**133. Illuminating Engineering.** It is to the interest of every teacher and school administrator to be informed in the principles underlying building illumination. This course includes a study of photometric units, photometers, lamps, methods of measuring and calculating illumination and a study of special illumination for each class of service. Credit, two semester hours. Green.

## ENGLISH

**3-4. English Composition.** The first course attempts to develop accuracy and clearness of expression and to teach the principles of written composition. In the second course, the work will be largely in the field of narration. Credit, three semester hours each course. Mackinnon, Foster, Heidler, Caskey, Peckham, Slutz, and McQuiston.

**10. Juvenile Literature.** A study of myths, fables, folk-lore, fairy tales, and one epic. Language work. Credit, two semester hours. Kahler.

**64g. Teaching Language in the Grades.** See Education—Teaching Techniques.

**101, 102. Sophomore English Literature.** The first course deals with the historical development of English literature from the beginning to the death of Pope; the second course deals with the literature from the death of Pope to the present day. Both courses take up the lives and works of the most important and most representative authors; the principal literary forms and tendencies; and the political and social background of the various periods. Prereq., 4. Credit, three semester hours each course. Peckham.

**111. The Chief American Writers.** A study of representative material, prose and poetry, selected from Franklin, Freneau, Irving, Cooper, Bryant, Emerson, Thoreau, Hawthorne, Whittier. Prereq., 4. Credit, three semester hours. Foster.

**112. The Chief American Writers.** A continuation of course 111. Emphasis is placed upon selected prose and poetry from Poe, Holmes, Longfellow, Lowell, Whitman, Mark Twain, Henry Adams, Lanier, William James. Prereq., 4. Credit, three semester hours. Caskey.

**130. English Prose of the Nineteenth Century.** This is a study of representative prose, exclusive of the novel, of Lamb, DeQuincey, Hazlitt, Carlyle, Macaulay, Thackeray, Bagehot, Morley, Ruskin, Arnold, and Stevenson. Prereq., 4. Credit, three semester hours. Foster.

**135. The English Bible.** A study of the early narratives and prophesies of the Old Testament as masterpieces not only of world literature but of English literature. Prereq., 4. Credit, two semester hours. Foster.

**143, 144. Comparative Literature.** The first course introduces students to the most significant authors and productions of Greece, Rome, and Italy.

The second course deals with authors and productions of Spain, France, Germany, and England. The student will be directed in the reading of numerous translations and will also be furnished with ample notes in mimeographed form. Frequent reference is made in a comparative way to English authors and literature. These courses enable the student and the general reader to know and appreciate important productions in foreign tongues without a reading knowledge of those languages. Prereq., 4. Credit, two semester hours each course. Heidler.

150. **The Short Story.** A study of the history, criticism, and technique of the short story. The student will be required to read a considerable number of representative short stories. Prereq., 4. Credit, two semester hours. McQuiston.

164a. **Teaching of English in the Senior High School.** See Education—Teaching Techniques.

171. **Sophomore Exposition.** A course designed to offer practical experience in the writing of essays and reviews. Frequent writing by the student will be supplemented by the study of meritorious examples from experienced writers. Prereq., 4. Credit, three semester hours. Heidler.

175. **Creative Writing.** This course is open to those who wish to write and who have shown some aptitude. The course uses no textbook and has no formal assignments. The work will be adapted to each individual. It will be assumed that any student accepted for the course really wishes to write and needs only guidance, advice, and constructive suggestions in carrying out projects of his own. Prereq., 4 and permission. Credit, two semester hours. Mackinnon.

213. **English Prose Fiction.** The history of the English novel from the Elizabethan period to the present. Prereq., 4. Credit, three semester hours. Mackinnon.

225. **Recent British and American Poetry.** A careful study of ten or twelve authors who have made distinctive contributions to the poetry of England and America. Prereq., 4. Credit, three semester hours. Foster.

245. **Tennyson and Browning.** A study of the most representative works of the two major Victorian poets. The course includes a brief consideration of the lives of these men in relation to their backgrounds and their art. Prereq., 4. Credit, three semester hours. Peckham.

250. **Books of the Season.** This course is offered in the belief that many persons would like to form an acquaintance with the best literature of our own day and are unable to do so because they lack the means to buy all of these books and are not near great public libraries. About fifteen of the outstanding books of recent years in several fields — the novel, drama, poetry, travel, biography, etc.—will be read for two semester hours of credit. The books are not to be studied; they are to be read for pleasure. The student will write an informal discussion of each. No text will be used but a special fee of three dollars will be charged for the use of the books which can be furnished by the Extension Division. Prereq., 4. Credit, two or three semester hours. Mackinnon.

**277. Thesis Writing.** A course for students in all departments with special attention to the form and organization of research papers in the field of interest. This course is designed primarily for graduate students who plan to use this course to assist them in writing their master's theses, however, no graduate credit can be received for its completion. Prereq., 12 hours. Credit, one semester hour. Caskey.

(Finance)

(See Commerce)

## GEOGRAPHY AND GEOLOGY

**5. Commercial and Industrial Geography.** A study of the production, preparation, trade, and consumption of the world's major products of food, clothing, tools, and shelter. The course shows how the material things of the world have influenced man's interests. The course should prove especially helpful to junior high school teachers of geography. Credit, three semester hours. Dow.

**102. Geography of North America.** This course develops in considerable detail the geography of the natural resources of North America. It also develops a method of continental study of great value to teachers. This course or any other of the continental studies offered should be taken as the second half of the year's work in geography. Credit, three semester hours. Cooper.

**105. Geography of Latin America.** See course 102 for description. Credit, three semester hours. Cooper.

**108. Geography of Europe.** A study of the physiographic and political divisions of Europe with the emphasis on the geographic influences as they affect the industrial and economic development. The course is of special interest to grade and junior high school teachers. Credit, three semester hours. Dow.

**125. Geology.** A course in physiographic geology which serves as an introduction to all other courses in geology. Credit, three semester hours. Dow.

**145. Geographic Influences in American History.** The course shows the close correlation of geography and history in the development of our nation. The course is of value to teachers of geography and history. Credit, three semester hours. Dow.

**150. Geography and Environment.** A course in the aspects of geography which has to do with the response of man to his physical environment. A cultural and practical course. Credit, three semester hours. Cooper.

## GERMAN

The two elementary courses in German are intended for persons with little or no previous knowledge of the language. The objective of these courses is a reading knowledge of simple German, based on a thorough understanding of the essentials of grammar.

**1-2. Beginning German.** The first course is intended for persons who have not had any previous instruction in the language. It is equivalent to the work of the first semester in the university, or the first year in high school. It includes pronunciation; essentials of German grammar; and, practice in the reading, writing, and speaking of simple German. The second course is the equivalent of the work in the second semester in the university or the second year in high school. The prerequisite for the second course is 1 or one year of high school German. Credit, four semester hours each course. Krauss.

**101-102. Intermediate German.** German grammar carefully reviewed, with exercises in composition directed to aid the student in his efforts at reading; the reading of several German short stories and some lyric poetry, grading from material easily read to that of intermediate difficulty. In the second course there is continued grammar review and comparison; further reading of short stories, poetry, and one or two plays. Prereq., one year of German in college or two years in high school. Credit, three semester hours each course. Mueller.

## GOVERNMENT

**1, 2. American Government.** The first course presents a study of the American political system, including the historical background, the federal system, methods of popular control, and the organization and functioning of the national government. The second course deals with the first state governments, the constitutional position of the states, the organization and administration of state and local governments, and the relation of the citizen to the state. Credit, three semester hours each course. Smith, Morrison.

**101, 102. Comparative Government.** A comparative study of American and European systems of government, including organization, procedure, popular representation, and recent developments. Credit, three semester hours each course. Smith.

**202. Constitutional Law.** A study of the leading cases in American constitutional law supplements the text. Prereq., 6 hours in government or history. Credit, two semester hours. Hoover.

**203. Municipal Government.** A study of municipal organization and administration in the United States. Prereq., 6 hours. Credit, two semester hours. Smith.

**205. American Political Parties.** The origin and growth of national parties, party practices, and recent party developments. Prereq., 6 hours. Credit, three semester hours. Hoover.

**216. International Relations.** A study of the principles and political problems involved in the foreign policies and international relations of the nations of the world. Prereq., 6 hours. Credit, two semester hours. Smith.

**241. American Foreign Policy.** The course traces the history of American foreign relations since the establishment of independence and gives a brief introduction to the practices of diplomacy, pertaining especially to the

working organization of the Department of State. Prereq., 6 hours in government or history. Credit, three semester hours. Morrison.

**243. American Political Thought.** Early political ideas underlying the political institutions in the United States, and the development of political thought to the present. Prereq., 6 hours. Credit, two semester hours. Smith.

**248. Introduction to Public Administration.** The place of administration in modern government, problems of organization and control, determination of administration areas, personnel management, developments of bureaucracy, public budgeting, politics and administration in relation to government planning. Prereq., 6 hours. Credit, two semester hours. Smith.

#### GREEK

(See Classical Languages)

#### HEALTH

(See Physical Welfare)

#### HISTORY

**1, 2. A Survey of European Civilization.** A study of the development of European civilization from the decline of the Roman empire to the present time with a consideration of its economic, social, intellectual, cultural, and political phases. Credit, three semester hours each course. Volwiler, Jones.

**110. History of the United States to 1861.** This course follows the development of our country, considering the earliest inhabitants, the discoveries, exploration and colonization, revolution and independence, constitution, nationalism, the new West, and sectionalism. Credit, three semester hours. Hoover, Morrison, Field.

**111. History of United States since 1861.** This course begins with the Civil War and covers the field to the present time. Credit, three semester hours. Hoover, Morrison, Field.

**112. History of Greece.** Credit, two semester hours. Brokaw.

**113. History of Rome.** Credit, two semester hours. Brokaw.

**115. The Old South.** A study of the plantation regime in the United States, with emphasis on the daily life of the various types of plantations. Credit, three semester hours. Morrison.

**116. The New South.** The course gives an understanding of the social, political, and economic life of the people of the South since the Civil War. Topics: the cotton plantation and Civil War time; the situation facing the disbanded soldiers; the farmer and the land; industrial development; labor conditions; the problem of white and black; educational progress; the South of today. Credit, three semester hours. Morrison.

**132. History of Ohio.** A study of the history of the state of Ohio, from the first settlers to recent times. There is no satisfactory text on this subject;

students who are enrolled in this course are expected to have access to either the publications of the Ohio Archaeological and Historical Society or Randall and Ryan's History of Ohio, five volumes. Credit, two semester hours. Hoover.

141, 142. **Hispanic America.** A survey of Spanish and Portuguese America from the establishment of colonial settlements through the wars of independence; the transfer of Hispanic civilization in language, customs, religion, trade, and political institutions; Indian relations; labor and social conditions; education and industry; struggles for independence. The establishment of the modern republics; evolution of their political theory; struggles for political stability; exploitation of natural resources; diplomatic and commercial relations with the United States and Europe; international problems; contemporary progress. Credit, three semester hours each course. Smith.

169b. **Teaching of History in Elementary Schools.** See Education—Teaching Techniques.

169h. **Teaching of History and Civics in Junior and Senior High Schools.** See Education—Teaching Techniques.

203. **English History, Tudor Period.** The rise of England to a leading position, the formation of the Anglican church, the maritime expansion, and literary development are considered. Credit, two semester hours. Jones.

204. **English History, Stuart Period.** The struggle between the king and parliament, the substitution of democracy for absolutism, and colonial expansion in America are considered. Credit, two semester hours, Jones.

211. **French Revolution and Napoleonic Era, 1789-1815.** The story of the French Revolution. The rise and fall of Napoleon the Great. Credit, three semester hours. Jones.

212. **Europe in the Nineteenth Century.** The course is the connecting link, in European history, between the Congress of Vienna and the World War. The development of the German Empire, the French Republic, the Italian Monarchy, the English "Democracy," and the Russian absolutism, and their inter-allied relations form the basis of the course. Credit, three semester hours. Jones.

235. **History of Canada.** Special reference is made to its relations with the United States. Credit, two semester hours. Hoover.

250. **Provincial America, 1688-1763.** A study of the various colonies and their place in the British system; imperial policy and administration; immigration and colonial development; colonial institutions; local government; humanitarianism, education, religion, home life, medicine and science, industry, commerce, agriculture, piracy and privateering, travel, labor, land system, politics and political leadership. Credit, three semester hours. Morrison.

251. **Sectional Controversy, 1829-1850.** The period of the slavery controversy; rise of the common man in the non-plantation regions, rural-agricultural conditions, transportation, immigration, growth of nationality, rule of the Nashville dynasty, growth of the factory system and its consequences

on society in general, education and varied humanitarian reform, expansion of national boundaries, politics and politicians of the period. Credit, three semester hours. Morrison.

**253. The United States, 1850-1877.** A view of the sections of the United States beginning in 1850 and the forces that brought on the Civil War; the great conflict, military and otherwise; the background of Reconstruction; program of the Radicals; restoration of home rule in North and South. Credit, three semester hours. Morrison.

**254. Contemporary United States.** A study of industrialized America since 1900, in its economic, social, and political phases. Credit, three semester hours. Morrison.

**255. Constitutional History.** A study of the making, ratifying, and development of the Federal Constitution. Credit, two semester hours. Hoover.

**256. The Emergence of Modern United States, 1877-1900.** Social and intellectual conditions, political changes, agrarian unrest, rise of large corporations, railroad building, development of government regulation of big business, tariff policies during the Harrison-Cleveland Era, the Spanish-American War, drift to imperialism and world power. Credit, three semester hours. Volwiler.

**257. The Westward Movement.** The expansion of settlement from the Atlantic Coast to the Pacific. Explorations, Indian trade, land policies, pioneer life, territorial acquisitions and state making, trails and railroads to the Far West, rise of cowboy land, types of later frontiers, and influence of the West upon American ideals and institutions. Credit, three semester hours. Smith.

**258. Statesmen of the United States.** This is an advanced course in which the entire field of American history is studied from the lives of the leading men of the times. Each student will prepare lessons on twenty characters assigned by the instructor. Credit, two semester hours. Hoover.

## HOME ECONOMICS

### Clothing and Textiles

**110. Textiles.** The course includes a study of textile fibers as to source, composition, and use; and fabrics from a structural, utilitarian, and an aesthetic standpoint. It consists of reading, problems, and laboratory work. The course is required for home economics majors electing teacher's or the business training course in clothing and textile fields. Credit, three semester hours. Morse.

### The House and Its Equipment

**231. Home Planning.** The course constitutes a brief survey of architecture together with a study of the house interior. Principles governing choice and arrangement of various phases of furnishings of a house are studied and practiced. Credit, three semester hours. Morse.

## INDUSTRIAL ARTS

**105. Materials and Finishes.** A study is made of the different materials and finishes that are generally used in the industrial arts shop, their sources, manufacture, and application. Credit, three semester hours. McLaughlin.

**160m. Teaching of Industrial Arts.** See Education—Teaching Techniques.

**226. History of Industrial and Vocational Arts.** A study of the history and methods of organization of industrial and vocational arts from its earliest introduction and present tendencies. Special study is made of the Smith-Hughes law and its administration. Credit, three semester hours. McLaughlin.

## LATIN

(See Classical Languages)

## MARKETING

(See Commerce)

## MATHEMATICS

**1. Elementary Algebra.** A beginning course in algebra designed for students who have had no algebra in high school. The topics ordinarily considered in a year of algebra in high school are studied in this course. Credit, four semester hours. Denbow.

**3. Plane Geometry.** A beginning course in plane geometry designed for students who have had no geometry in high school. The work ordinarily done in a year in high school is done in this course. Prereq., 1 or 1 year high school algebra. Credit, four semester hours. Denbow.

**5. Freshman Mathematics.** A study of the number system, rational operations, equations, exponents, radicals, logarithms, quadratic equations, binomial theorem, the trigonometric functions, right triangles, the addition theorems, solution of triangles, and progressions. Prereq., 3, or 1 year of high school algebra and 1 year of high school geometry. Credit, five semester hours. Reed, Marquis.

**6. Freshman Mathematics. (Analytic Geometry)** Polar and rectangular coordinates, the study of equations and their graphs by both analytical and geometrical methods, the intersections of curves and tangents, the study of the circle, hyperbola, ellipse, and parabola. Prereq., 5. Credit, five semester hours. Starcher.

**34. Mathematics of Finance.** The course covers compound interest, annuities, sinking funds, depreciation, bond evaluation, and the elementary theory of life insurance. It is of particular interest to teachers of mathematics in the secondary school in that it provides a source of practical problem material and a field for the application of elementary algebra. Prereq., 3, or one unit of high school algebra and 1 unit of high school geometry. Credit, three semester hours. Marquis.

**105. College Geometry.** This course is an extension of the geometry studied in the high school, and is of interest to teachers of the subject and to the general student of mathematics. The topics considered are loci, similar and homothetic figures, the triangle and the theorems of Melelaus and Ceva. Prereq., 3, or high school geometry. Credit, three semester hours. Marquis.

**117. Differential Calculus.** A study of variables and functions, theory of limits, the derivative and its applications, differentials, curvature, and the mean value theorem. Prereq., 6, or Analytic Geometry. Credit, four semester hours. Starcher.

**118. Integral Calculus.** Integration as the inverse of differentiation, special devices for evaluating an integral, the integral as a limit of a sum, the definite integral, and a short study of the simpler types of differential equations. Prereq., 117. Credit, four semester hours. Starcher.

## MUSIC

### History and Theory

**11, 12. Music History.** The first course deals with the history of musical expression from primitive times covering the Greek and Roman period; early Christian music; polyphony; beginnings of opera, song oratorio, and orchestra; and the period of Classicism. The course is designed to give the student an intimate acquaintance with music through the study of forms of expression, instrumental and vocal, and the study of artists and their historic background. The second course is a continuation of the first course and covers the eighteenth and nineteenth centuries with intensive study of the great musicians and movements of those periods. Before concluding the course a brief survey of the twentieth century music and its tendencies is made. Credit, two semester hours each course. Peterson.

**105-106. Harmony.** Formation of major and minor scales; intervals, triads, and their relations in open and close position; harmonizing of melodies; inversions, cadences, sequences, passing and auxiliary notes; original work. The prerequisite for this course is a knowledge of elementary theory. The second course includes the seventh chord on the dominant and leading tones, and their inversions; chord of the ninth on the dominant and inversions; modulation to the dominant, subdominant and relative minor keys. Credit, two semester hours each course. Kresge.

**133. Instrumentation.** The course deals with a study of the orchestral score—of methods employed by composers in orchestrating their works; a careful study of each of the string instruments, including fingering and bowing; arranging for strings beginning with simple four part arrangements, progressing to eight and nine part arrangements; careful study of duplication and distribution of parts; study of the string quartet and the strings of the modern orchestra; original writing for strings; preparation for laying out the orchestral score. Credit, three semester hours. Janssen.

## PAINTING AND ALLIED ARTS

### History

**15. Introduction to the Space Arts.** The course is designed to foster an

intelligent appreciation of architecture, painting, sculpture, and the minor arts. Planned for the benefit of the teacher who has not specialized in art, but who is required to teach it in a limited way, as well as for the person who wishes it for its cultural value. The appreciation of the student is developed through a study of the principles of composition, through an analysis of the works of the old and modern masters, and through a critical study of the aims and achievements of schools and movements in the plastic arts. Credit, two semester hours. Pickens.

21-22. History of the Space Arts. The first course is a chronological survey of the history of art from the earliest time to the Renaissance. The principal periods of art history are made familiar to the student through a study of the most significant surviving examples of architecture, sculpture, painting and the minor arts. The second course is a continuation of the first, treating the history of art from the Renaissance to the present time. Credit, three semester hours each course. Pickens. (Available October, 1938)

#### Representation

45, 46. Methods in Representation. The relationship of human vision and experience to methods of representation in the field of painting. Credit, two semester hours each course. Mitchell.

### PHILOSOPHY

3. Introduction to New Testament Thought. Religion has been one of the major factors in the development of civilization in the West, especially the Christian religion. To understand contemporary culture requires a true knowledge of this powerful movement in religion and morals. The most adequate and authentic source of this information for the formative period is the literature and history embodied in the New Testament. This course is meant to ascertain the origin and value of its several types of thought and experience for philosophy and religion. The course begins with a survey of the background and history of New Testament times. This is followed by a study of the development of the New Testament writings. With this as a basis, detailed study will be made of the teachings of Jesus and Paul and of the other important types of New Testament teaching. Credit, three semesters hours. Houf.

101. General Ethics. A general course in ethics in which the student is introduced to the main historical ethical philosophies of life as developed by the great thinkers and moralists. Study is made of the values, rights, duties, and virtues that are most important. Part of the course is given to adequate consideration of the chief personal and social problems of present-day life. The course emphasizes the idea of values, so important in current philosophy, and aims to develop a constructive view of personal and social morality. Credit, three semester hours. Houf.

103. Introduction to Philosophy. For students who wish to know what philosophy is, what its problems are, and how philosophy is related to the special sciences, to religion, morals, poetry and general literature. Following are some of the topics which will be treated in an elementary way: the origin and nature of knowledge, the meaning of explanation and the tests of truth;

what is matter, life, and mind; evolutionism, naturalism, materialism, realism, pragmatism, idealism, mysticism, skepticism, and agnosticism; the soul, freedom, immortality, God, good, and evil. Credit, three semester hours. Martin.

## PHYSICAL WELFARE

**22. Personal and Public Health.** The object of the course is to provide students with a fundamental knowledge of the source of material and an appreciation of the means whereby the health of the individual and of the group may be improved. Credit, three semester hours. Trepp.

**30. Introduction to Physical Welfare.** Consideration is given the following: history, purpose, growth and development of health service, health instruction, physical education, recreation and athletics, health and physical welfare as a profession, curricula, personal qualifications, specialization, and social relationships. Credit, one semester hour. Nessley.

**125. Scouting (Men).** The scout movement including organization and supervision of troops, test passing, hikes, company and general characteristics of boys. Credit, one semester hour. Trepp.

**125. The Essentials of Girl Scouting.** The course consists of a general introduction to the girl scout program. The instructor will provide mimeographed notes on handicraft and nature work to supplement assigned readings in the scout manual. This course is open to anyone who is interested in the work. Credit, two semester hours. LaTourrette.

**127. First Aid.** The course is concerned with the treatment of emergencies and accidents in the home, on the street, in vocational pursuits, and on the athletic field. Emphasis is also placed on the teaching of safety in the elementary and secondary schools. Credit, two semester hours. Herbert.

**128. Advanced Theory of Athletic Training.** This course is designed for those having responsibilities in the supervision of athletic teams. Emphasis is placed on the following: safety in athletics, conditioning, athletic injuries, bandaging, and physiotherapy. Credit, two semester hours. Herbert.

**152. Kinesiology.** A study of muscular movements and muscular exercises in their relation to the problems of bodily development and efficiency. Credit, two semester hours. Trepp.

**153. Nature and Function of Play.** A course dealing with the historical background, the theory, the need, and the administration of play, emphasizing play programs for schools, recreation centers, camps, and clubs. Credit, two semester hours. Rhoads.

**167h. Teaching of Health.** See Education—Teaching Techniques.

**167p. Teaching of Physical Welfare.**—See Education—Teaching Techniques.

**167t. Coaching of Track.** See Education—Teaching Techniques.

**204. Principles of Physical Welfare.** A course dealing with the educational principles involved in physical education and the relation of those

principles to a scientific program of physical activity. Credit, two semester hours. Rhoads.

206. Organization and Administration of Physical Welfare. Physical and health education in elementary and secondary schools, normal schools, and colleges. Athletic management, intramural activities, interscholastic and intercollegiate athletics. Credit, two semester hours. Nessley.

249. Community Recreation. A course for leaders and all those interested in guiding leisure time programs. Topics to be discussed will include: brief history of the play movement, programs and program making, general administration of playgrounds and community centers and activities. Credit, two semester hours. Nessley.

252. School Health Program. This course is concerned with the healthful school environment, teacher-pupil relationship, follow-up service, safety and accident prevention, and additional content necessary to construct an adequate school health program. Credit, three semester hours. Herbert, Trepp.

## PHYSICS

3, 4. The Physical World. This course is designed for those interested in physical science from a cultural standpoint. It attempts to guide non-technical students into the "hows" and "whys" of physical science by a descriptive method with a minimum of mathematics required. The subject matter includes such topics as: astronomy, thermal effects, sound and musical instruments, radio, talking and color movies, x-rays and radioactivity, light and color phenomena. It does not fulfill the physics requirements for pre-medical students. Credit, three semester hours each course. Edwards.

\*5, 6. Introduction to Physics. Prospective teachers of physics in high school, pre-medical students, and others who desire a general knowledge of physics will find this course suitable. The course assumes a knowledge of elementary algebra, but the physical aspect of problems is considered more important than the mathematical solutions. Course 5 includes the study of liquids, gases, molecular physics, forces and types of motions, work and simple machines, temperature and its measurement, and the properties of heat. Course 6 is an elementary consideration of magnetism, electricity, wave motion, and sound. Credit, three semester hours each course. Edwards.

5a, 6a. Introduction to Physics Laboratory. The first course covers mechanics, heat, and sound; the second course covers electricity and light. Credit, one semester hour each course. Roseberry.

## PSYCHOLOGY

3. Child Psychology. A detailed study of the development of the child mind from birth through the nursery school, kindergarten, and elementary school age. The nature and potentialities of the child at birth will be con-

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\*If a satisfactory laboratory is available, it is possible to secure four hours of credit by enrolling for courses 5 and 5a or 6 and 6a, thus satisfying the pre-medical requirement. Credit for Introduction of Physics cannot be used to fulfill the physical science group requirements until satisfactory laboratory work has been completed. Courses 5, 6, 5a, and 6a will fulfill the requirements for eight semester hours in physics for entrance into medical schools.

sidered, the development of the senses, of motor ability, of social and emotional traits and attitudes, and intellectual abilities. Such topics will be treated as: play, language, children's reading, habit formation, discipline, the place of music, art, and constructive materials in the life of the child, moral and religious tendencies, agencies for the study of children and the advancement of child welfare. Credit, three semester hours. Porter.

4. **Business Psychology.** A survey of general psychological principles essential for effective adjustment of the individual in business and industry. Credit, three semester hours. Paulsen.

5. **Educational Psychology.** The practical work and problems of the teacher are studied in the light of modern psychology. An attempt is made to understand better the pupil's learning, motives, and emotions. The problem of transfer is considered, and suggestions of procedure in child accounting and practical mental hygiene are offered. Many puzzling class-room problems are given critical study. Credit, three semester hours. Gentry.

6. **The Psychology of Advertising and Selling.** The application of psychological principles and experimental methods to the problems of appeals and response in advertising and selling. Analysis and evaluation of the methods and devices of publicity on the basis of the known facts concerning human nature and conduct. Some time will be devoted to the application of laboratory and statistical technique in the interpretation of results. In all cases, however, an attempt will be made to study and solve from a psychological viewpoint the practical problems of the individual interested in advertising and selling. Credit, three semester hours. Anderson.

203. **Mental Measurements.** A careful study of the methods and results of individual and group intelligence tests, of typical performance tests, and other methods used in mental analysis and measurements. Demonstration of the giving of both individual and group intelligence tests and actual testing by the student by both methods if arrangements can possibly be made. Emphasis will be given to the working up of test results and their application to the schools and individuals tested. Several recent books and articles from scientific journals will furnish the reading for the course. A fee of \$1.00 is charged for material furnished the student. Prereq., 6 hours. Credit, three semester hours. Porter.

210. **Mental Hygiene.** The course is designed for teachers, advisers, social workers, parents, and all who daily encounter the mental distress of children and adults who because of unsatisfied inner needs or because they are at odds with their environment are not making a good adjustment. In a word, it deals with people who are thrown out of balance by difficulties which reveal themselves in unhealthy mental traits, unacceptable behavior or inability to cope with social and achievement expectations—yet whose deviations do not place them in the category of abnormal. Contributions are examined from the fields of physiology, psychology, psychiatry, medicine, and sociology, but chiefly from psychology and psychiatry, and their findings analyzed and synthesized for the purpose of obtaining an enlightened attitude toward what constitutes mental health, and how it may be obtained and kept. Prereq., 6 hours. Credit, three semester hours. Patrick.

**212. Abnormal Psychology and Mental Hygiene.** The nature of mental adjustments made by man to adapt himself in a normal way to the requirements of modern life; the deviations from the normal leading to the maladjustments which must be considered as abnormal; the relation between the mental processes of primitive man, the child, dream life and mental diseases; the theory, application, and limitations of psychoanalysis, the experimental methods giving useful results for the study of abnormal mental processes; applications of the facts of abnormal mental development to individual and social life. Prereq., 6 hours. Credit, three semester hours. Scott.

**215. Social Psychology.** An intensive study of the social-mental relations between individuals, the mental nature of human social groups and their behavior; a study of the instincts which make for social and individual development. The significance of instincts, habit formation, and reflection in human social life. The social meaning of individual differences, methods of investigating social behavior, the psychology of moral, social, and religious development. Prereq., 6 hours. Credit, three semester hours. Porter.

**217. The Psychology of Personality.** The course undertakes to satisfy a growing demand on the part of teachers, business executives, and others for a more thorough understanding of the fundamentals of human personality. At the same time, it attempts to point out the most promising applications in the training and development of personality in children in the home and school, and in adults, in business and social life. Prereq., 6 hours. Credit, three semester hours. Porter.

#### SECRETARIAL STUDIES

(See Commerce)

#### SOCIOLOGY

**3. Educational Sociology.** The course is intended to introduce teachers and school administrators to the sociological method of studying and evaluating educational theory and practice. It briefly deals with a discussion of education as a social process conditioned by social groups and institutions, social attitudes and values; the pupil as a person and as a member of various groups; the sociological basis of teaching and classroom organization; the curriculum in terms of social needs; the school in relation to the community. Credit, two semester hours. Jeddelloh.

**5. Rural Sociology.** A study of rural life from the standpoint of the groups in rural society. The composition of the rural population, the farm family, the church, school, recreation agencies, rural government, and health agencies will be considered. The fundamental differences between rural and urban society will be studied as well as the organization of rural society and the relationships between the town and country. Credit, two semester hours. Taylor.

**6. Rural Life Movement.** A consideration of the purposes and activities of agencies which aim at the improvement of rural life: the Grange, Farm Bureau Federation, 4 H Club, and others. The recent changes in rural

life including rural planning, health, delinquency, electrification, and changing social institutions will be considered. Credit, two semester hours. Taylor.

**101. Principles of Sociology.** The course is designed to introduce the student to the fundamental structures and processes of society and culture. Major divisions of the course cover topics such as: the nature of a social phenomena, factors conditioning social life, social processes, social structures, collective behavior, social change, social planning, sociology in theory and application. Credit, three semester hours. Jeddeloh.

**125. Cultural Anthropology.** A study of primitive peoples and their institutions, customs, and social life. Emphasis is on the American Indian but the life of the lesser known tribes throughout the world will be considered. Credit, three semester hours. Taylor.

### SPEECH

(See Dramatic Art)

### STATISTICS

(See Commerce or Education)

### ZOOLOGY

**103. Readings in Biology.** The course is offered for students who may be interested in advances in biological fact and thought presented in a non-technical and yet authoritative manner, especially as these apply to the broad field of human affairs. The subject matter is presented through the reading of selected books and magazine articles. Prereq., a course in high school or college biology. Credit, one semester hour. Krecker.

**107. Principles of Heredity.** A consideration of heredity in which the inheritance of human characters will receive particular attention. The course is introduced by a study of the mechanism of heredity followed by a consideration of the inheritance of anatomical features, functional defects, mental traits, racial characteristics. Presupposes an introductory course in biology. Credit, three semester hours. Krecker.

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